DOCUMENT RESUME

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ABSTRACT

To infuse career education with language arts and science, a task force of Oregon educators developed, evaluated, and finalized a set of seven career education competencies for secondary language arts and science teachers, 7-12. These competencies cover the following areas: attitudes toward life and careers; job search method and job adjustment; community resources; parent involvement; relationship of language and science areas to careers; communication skills; and career choices in relation to abilities and interest. A curriculum team of educators developed, field tested, and finalized a set of instructional material packages (CE 019 666-672) based on the seven career education competencies. An instructional team trained twenty-five secondary language arts and science teachers to function as a statewide cadre to conduct inservice training sessions for interested local education agencies. Evaluation was built into each major stage of the project. The final stage, involving the actual cadre training sessions, was assessed by a third-party evaluator. (Evaluation instruments and a summary of the results are appended.) (Author/BM)

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ED169231

FINAL REPORT

"Career Education Infusion with Language Arts/Science Project"

Grant No. 24-000-174

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September 1978

Oregon Department of Education
Career Program Development
& Evaluation Unit

Research and Exemplary Project

CE 019 665

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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II. BODY OF THE FINAL REPORT

A. Project Identification

1. Project title: "Career Education Infusion with Language Arts/ Science Project."

2. Grant Number: 24-000-174

3. Agency: Marion County ESD
3180 Center Street NE
Salem, OR 97301

B. Background

1. In recent years an attempt has been made to infuse career education into existing curriculum areas. Many innovative ideas have been developed and implemented. However, a minimum amount of work has been done in language arts and science areas at the high school level. In terms of the career education effort at the secondary level, these two areas can provide crucial input into a student's career development.

Secondary language arts and science teachers need help in developing appropriate career education classroom activities. Training is needed to help these teachers to gain the knowledge and develop the attitudes and skills needed to assist students in their career development and planning.

The project goals were to identify competencies, develop instructional packages, and prepare cadres for the purpose of assisting language arts and science teachers to infuse career education into their curriculum.

The key to this entire process involved identifying and training cadres in each of these curriculum areas. These cadres, consisting of specially selected teachers, were trained to plan, organize, and evaluate inservice workshops dealing with the identified career education competencies for language arts and science teachers. In addition, these teachers are able to provide consulting services to local school personnel. In general the cadre members are able to utilize good communication inservice strategies and will demonstrate an understanding of and an ability to inservice teachers in the crucial career education competencies for language arts and science teachers.

2. Basically this study was carried out in three major stages:

Stage I: Identification of Competencies

Initially a group was brought together consisting of Oregon Department of Education personnel from Career Education, Basic Education (Language Arts and Science), and Guidance and Counseling; local educational personnel representing the curriculum areas of language arts and science, Career Education, and administration; and a representative from

higher education. This group, known as a Task Force Committee, met for two days to identify a tentative list of competencies needed by language arts and science teachers as they infuse career education into their curriculum areas.

Following this session a validation instrument was distributed by the project staff to language arts/science teachers counselors, administrators, teacher educators, and Career Education coordinators throughout the state. The purpose of this effort was to determine the validity, relevance and clarity of each of the tentative competencies originally identified by the Task Force.

The Task Force reconvened to react to the results of the validation effort. With tabulated summaries and suggestions for revision and change, the Task Force formulated a final draft of seven career education competencies for language arts and science teachers grades 7 through 12. With these in hand, the next stage was begun.

Stage II: Development of Instructional Packages

From the original Task Force came four teachers who, together with a representative from the Career Education section of the Oregon Department of Education, began developing instructional packages based on the seven identified competencies. This group brainstormed relative to design and content of these packages. Then, over the course of six months, working together, put together a package of material based on each competency. In addition, packets were written which dealt with general inservice techniques and with background information relating career education to language arts and science.

As a means of validating these efforts, a pilot workshop was conducted involving approximately 20 language arts, science and career educators from around the state. These people reviewed each of the packages and the presentations which accompanied them. Feedback was requested relative to the usefulness, importance, and clarity of the material. Suggested revisions were requested. As a result of this pilot workshop, a final format for cadre training and a final version of instructional materials for the seven competencies were available.

Stage III: Cadre Training

Armed with seven career education competencies for language arts and science teachers and a set of revised instructional packages, a cadre training session was held for 25 language arts and science teachers, selected from districts around the state, for the purpose of establishing cadres for each of these areas. Using the material which had been developed by the writing team, these local educators prepared to function as inservice trainers and consultants to local school districts who wish some assistance in bringing career education into their language arts and science curriculum.

3. The primary target for this project is the language arts/science classroom teacher, grades 7 through 12. There were 11 local educators, five state level educators, and a representative from higher education who were members of the Task Force for competency identification. More than 100 other educators became involved with this project through revision efforts, pilot testing and cadre training.

C. Major Accomplishments and Outcomes

There were three major accomplishments for this project. First, seven basic language arts and science teacher competencies for career education were validated and finalized. Secondly, a team of educators developed and field-tested instructional packages based on the seven competencies. These packages contain sample activities and procedures for inservicing cadre members so they could go out to the local districts offering help in infusing career education into the language arts and science curriculum areas. The third major accomplishment was the actual training of cadres using the thoughts, materials, and processes which were developed in the earlier stages of the project. Regarding the special needs of handicapped and disadvantaged students, all the competencies and activities were written with the needs of all students in mind. The very nature of the material is open-ended and allows individual teachers to respond to the special needs of their students.

All of the competency areas were written with a sensitivity to the sex bias and sex role stereotyping issues. However, Competency Seven deals directly with the student's ability "to evaluate stereotyped beliefs and make career choices in terms of abilities and interests."

The efforts to disseminate the project will be directed to all school personnel including nonprofit private schools. The inservice and consultative assistance provided by cadre members will be equally available to all schools in the State of Oregon.

The very nature of the project's accomplishments speak to the issue of improving teaching techniques and curriculum materials for language arts and science students. The competency packets were written in an open-ended manner which will encourage classroom teachers and cadre members to use their creativity in adding to and refining the existing material. Over the next five years, hopefully this project will stimulate new ideas which will further fuse career education with the disciplines of language arts and science.

D. Problems

As is often the case, the original timeline for this project had to be altered to allow for more time to complete certain stages of the project. The increased amount of time needed was caused by the following factors:

1. The original takeoff point for this entire effort was the career education competencies for language arts and science teachers, grades 7 through 12. To ensure that the seven

competencies were in fact a valid reflection of real situations in the field, a thorough and timeconsuming validation effort was conducted in the field. In addition, the preparation of competency packets was a slow and careful process. As a result, a decision was made to take more time to carry out the entire plan.

2. A second factor which prolonged this project was the difficulty encountered in obtaining material from the printer. Four different stages of printed material were needed and at times this material was not forthcoming at the appropriate time.

E. Evaluation

In the design for this project each major stage had an evaluation component built into the chain of events. As a result the project objectives were met in quality fashion.

In Stage I, the identification of competencies, a widely representative Task Force of seventeen educators provided direct input for the 7 competencies. Then the initial listing of competencies was sent out to over 130 educators for their comments and suggestions for improvement Approximately 60 percent of those educators responded with their thoughts. Using this information, a final competency listing was developed. (documentation upon request)

Stage II was devoted to developing instructional packages for each of the competencies as well as a format for preparing cadre members to inservice interested school districts. A pilot workshop was planned and carried out to test both the competency packages and the cadre preparation formats. Evaluative feedback was received from the twenty participants of this pilot workshop and adjustments were made for the actual cadre training sessions. (documentation upon request)

The final stage involved the actual cadre training sessions. A third party evaluator was brought in to assess the processes used in training the cadre members. Evaluation was conducted on three levels: 1) each day the participants critiqued each of the sessions as to their effectiveness, 2) cadre members were required to make a presentation during the course of the workshops and these presentations were evaluated by workshop peers, 3) an overall workshop evaluation was conducted at the end of the 5-day process. (documentation upon request)

Throughout the evaluation processes for this project, participants were asked to be aware of the special needs of the handicapped and disadvantaged students, and to be sensitive to the issues of sex bias and sex role stereotyping.

The key nature of the final products emanating from this project speaks to the needs of students enrolled in nonprivate schools as well as all public school students. Of course, as we have seen, the final

evaluated products yield curriculum materials and improved teaching techniques which should have a very significant impact on students for many years to come.

F. Conclusions and Summary

1. The following are some of the conclusions which surfaced during the project:

   a. Definitions must be clarified in an open exchange before a group can work together toward a common goal.

   b. Instructional material must be field tested to be most useful for teachers.

   c. In order to train cadres effectively, conduct inservice sessions. Instructional material should be developed.

   d. In the cadre training sessions, participants need to demonstrate acquired skills.

   e. Teachers need inservice training in order to effectively implement new ideas and approaches.

2. Based on these conclusions the following are some activities which became part of the project:

   a. In determining the basic competencies for this project, an initial workshop was held to define the tasks and establish some commonality of ideas. From this meeting came the first draft of competencies.

   b. A pilot workshop was held to field-test the instructional material and the inservice processes related to these materials.

   c. The design of the project included the development of instructional materials which could aid in cadre training and which cadre members could subsequently use in working with local schools.

   d. In Stage III actual cadre training sessions included an opportunity for each cadre member to make a presentation which reflected their newly acquired skills.

   e. Plans have been made to offer inservice training to any schools interested in fusing career education with their language arts/science curricula.

G. Recommendations

Basically the recommendations which can be made as a result of this project are the same as those highlights mentioned in the section "Conclusions and Summary." The ideas of developing instructional materials, cadre training, and field testing of material are all recommendations which can be made in the design of other projects.

H. Project Follow-up and Commitment

The concept of continuation of effort is crucial to this project.

Unless the materials and ideas which have been developed are publicized and shared with practicing educators then all previous work was for nothing. With this in mind, the following are some of the plans for follow-up:

1. During the cadre training sessions, each participant must prepare an implementation plan for their district and in the ensuing months they must follow-through with this plan.

2. Existence and availability of the materials and processes developed during this project will be advertised statewide so that all the appropriate educational intsitutions will have access to this resource. Included in this effort will be the statewide professional organizations, the language arts teachers, and science teachers.

3. The Oregon Department of Education is available and willing to support the use of these cadre members including any updating of cadre members which is needed in the future.

DG:acl
10/3/78

BUDGET

TITLE OF PROJECT Career Education Infusion with Language Arts and Science Project

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. 1000 Instruction			
100 Salaries			
200 Employee Benefits			
300 Travel			
Other Purchased Services			
400 Supplies			
Instruction Subtotal			
B. 2210 Improvement of Instructional Services			
100 Salaries		$ 15,000	$ 3,450
200 Employee			
300 Travel		4,000	843
Other Purchased Services			
400 Supplies		300	400
Improvement of Instructional Services Subtotal			
C. 2220 Educational Media Services			
100 Salaries			
200 Employee Benefits			
300 Purchased Services			
400 Supplies		-	
Educational Media Services Subtotal			
D. 2500/2600 Support Services Business/ Central			
Indirect Cost @ 8 %	-		380
Support Service Business and Central Subtotal			
E. Other (include explanation)			
Other Subtotal			
Column Total		$ 19,300	$ 5,073

APPENDIX

FINAL CAREER EDUCATION COMPETENCIES FOR

LANGUAGE ARTS AND SCIENCE TEACHERS

THE TEACHER WILL BE ABLE TO:

1. Provide activities which enable students to clarify attitudes toward life and careers.

2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.

3. Help students identify and use community resources which are related to their career development.

4. Create opportunities for parents to help their children understand career education.

5. Adopt, modify, or create material which will help students understand the relationship of language arts/science areas to careers.

6. Instruct students in reading, writing, speaking and listening skills as they relate to life roles and careers.

7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interest.

PART A

Evaluation Instrument Used

to

Revise and Finalize

Basic CE Competencies

for

Language Arts/Science Teachers

VALIDATION INSTRUMENT

BASIC CAREER EDUCATION COMPETENCIES

FOR SECONDARY LANGUAGE ARTS AND SCIENCE TEACHERS

I. Personal

Name: _____

School: _____

Level: Jr. High _____ High School _____

Subject(s) Taught: _____

Circle Present Position Below

1. Administrator
2. Curriculum Coordinator
3. Teacher
4. Counselor
5. Teacher Educator
6. Other

	Yes	No
Have you been exposed to Career Education methods? (workshops, inservice, course work, etc.)		
Are you, or have you been engaged in any career education activities with students in your classroom?		

II. Explanation - The following Career Education Competencies have been proposed by a task force of teachers and administrators selected from various Oregon School Districts and Universities.

We would appreciate your help in determining which of the following competencies are important for teachers to have. We would also welcome your input regarding the clarity of each competency.

III. Career Education Teacher Competencies	Important		Rewrite		Intent is Clear		Clarity Comment (Reason why not clear)
	Yes	No	Yes*	No	Yes	No	
Inservice workshops will be conducted by cadre members to develop participant's awareness, attitudes, knowledge, and skills necessary to:							
1. Identify factors which will lead students to acquire positive attitudes toward life roles.							* How would you suggest it read? (Rewrite as you would want it to appear)

Career Education Teacher Competencies	Important		Rewrite		Intent is Clear		Clarity Comment (Reason why not clear)
	Yes	No	*Yes	No	Yes	No	
2. Help students understand and apply those skills needed to prepare them to seek a job, get a job, keep a job, and adapt to job changes.							*How would you suggest it read? (Rewrite as you would want it to appear)
3. Identify and use community resources so that students will be involved in activities related to their career development.							*How would you suggest it read? (Rewrite as you want want it to appear)

Career Education Teacher Competencies	Important		Rewrite		Intent is Clear		Clarity
	Yes	No	* Yes	No	Yes	No	Comment (Reason why not clear)
4. Create opportunities for parents to help their children understand the importance of Career Education.							*How would you suggest it read? (Rewrite as you would want it to appear)
5. Adopt, modify or create material which will help students understand career application of subject areas.							*How would you suggest it read? (Rewrite as you would want it to appear)
6. Instruct and evaluate student performances in reading, writing, speaking and listening skills, as they relate to life roles.							* How would you suggest it read? (Rewrite as you would want it to appear)

Career Education Teacher Competencies	Important		Rewrite		Intent is Clear		Clarity
	Yes	No	*Yes	No	Yes	No	Comment (Reason why not clear)
7. Assist students to identify with careers in terms of abilities, and choice, rather than stereotype.							
							*How would you suggest it read? (Rewrite as you would want it to appear)
8. THANK YOU!!							

Directions: Please prioritize the competencies from Most Important to Least Important.

Most Important:

A. Competency Number _____

B. Competency Number _____

C. Competency Number _____

D. Competency Number _____

E. Competency Number _____

F. Competency Number _____

Least Important:

G. Competency Number _____

PART B

Evaluation Forms Used

and Summary Results

of the

Seven Instruction

Packages Evaluation

April 1978

CAREER EDUCATION PILOT WORKSHOP

MATERIALS EVALUATION FORM

Directions: After critiquing the various sections of the Packets listed below, indicate either a "yes" or "no" response in each column. (See example below.)

Activity Guide Section	Is Useful	Is Important	Content Is Clear	Intent Is Clear	Please Re-write	Comments and/or Suggestions for Re-write
Example	Yes	Yes	No	Yes	Yes	
Cover						
The Case For Career Ed						
Matrix						
Competency Package #1						
Competency Package #2						
Competency Package #3						
Competency Package #4						
Competency Package #5						
Competency Package #6						
Competency Package #7						
Overall						

Directions: Please respond to each item below by marking the scale that best reflects your overall evaluation.

My overall rating of the material is:

	Poor		OK		Excellent
- Usabibility of Package	1	2	3	4	5
- The content is relevant	1	2	3	4	5
- Appropriateness of materials in relation to curriculum integration	1	2	3	4	5
- Suitability of suggested grade-levels	1	2	3	4	5
- The presentations by the instructors	1	2	3	4	5
- Free of sexist language and stereotyping	1	2	3	4	5
- Availability of needed materials for the activities	1	2	3	4	5
- Vocabulary and terms used	1	2	3	4	5
- A variety of activities is present to meet student needs	1	2	3	4	5

Overall Comment/Suggestions

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for sharing the day with us.

COMPETENCY #_____REACTION SHEET April 1978

To all users: Fill out one of these on each activity evaluated.
Activity number and title_____

The activity was (place an X or a ✓ along the scale indicating your overall reaction)

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

What do you like or dislike about this activity? _____

_____

Reaction
Needs: Modification_____additions_____Deletions_____

Recommendations/Comments_____

_____

The instructor presented this activity: Poorly_____OK_____Very well_____

Recommendations/Comments_____

_____

_____

_____

CAREER EDUCATION PILOT WORKSHOP

MATERIALS EVALUATION SUMMARY

The evaluation of the Activity Guide Section will be given by consensus, with specific comments included.

COVER

Generally, it is considered to be useful, important, with clear intent. Opinion was divided equally on the cover's need for clarity in content and the need for a re-write. Comments:

- Needs bold competency number.
- Bold lettering of Career Ed reinforces imposition rather than infusion.
- Career Ed twice? Add competency number clearer.
- Too busy - looks like a State Dept. publication!!
- Title size be same for CE, LA, Sci; reduce size of title.
- Put competency statement HORIZONTALLY.
- Too busy.
- Sort of pleasing to look at and informative but cluttered.
- Make Lang. Arts & Science the same size as Career Ed.
- Also include competency # in top right corner, etc.

THE CASE FOR CAREER ED

Most agreed the text was important, useful, with clear content and intent. Few felt the necessity of a re-write. Comments:

- Sounds good but the actual content of the pamphlets stresses occupations.
- Fragmenting a person into 6 roles?!
- There needs to be a paragraph related to science such as paragraph 3 is related to Language Arts.
- Compare content with draft of Framework for Science program by Thiess.

MATRIX

Most agreed on the matrix' usefulness, clarity of content and intent, but there was some question as to its necessity. Two suggested a rewrite. Comments:

- Matrix needs a brief explanation of its purpose and intent.
- A bit overwhelming.
- OK for multiple use and identification.

COMPETENCY PACKAGE #1

Concensus here was affirmative across the board, but divided when it came to rewrites. Comments:

- Eliminate program area labels.
- This competency would be the most difficult to administer. Review.
- Some concern about prestige rating and concept of parents.
- A bit vague in parts.
- Project change to activity.
- You may need more than 6 activities.

COMPETENCY PACKAGE #2

Again, concensus across the board for the affirmative. More felt a rewrite was unnecessary than those who did. Comments:

- o Science projects should perhaps be science exercises or activities. Project implies a longer period of time -- perhaps 9 weeks, 1 semester, or 1 year. Does career ed also include personal enrichment?
- o Very valuable - pertinent - these skills of job application cannot be overemphasized.
- o Good.

COMPETENCY PACKAGE #3

Opinion was divided on the usefulness, content clarity and intent. Evenly divided as to the necessity of a re-write. Comments:

- o Activity 2: Permission before you begin or face possible law suit
- o Activities are not as useful and well-thought-out.
- o Include people from voc schools and colleges to discuss careers.
- o Activity 4: outside Science. Include Social Studies in instructional area/Career Ed also.
- o I think content is important but poorly done.
- o The classroom teacher needs to occupy class time. Many of these are done at home.
- o Needs list of areas where resources are available.

COMPETENCY PACKAGE #4

While most agreed on usefulness, importance & clarity, three failed to see the use of this competency, three felt content was cloudly and four couldn't see the intent. Equally divided on necessity of re-write. Comments:

- o Implementation?
- o Not practical with so many parents working.
- o How do we get parents involved? Parent involvement emphasis good, but not easy to get this!
- o May seem like an invasion of privacy to some parents. Also a prestige problem. This competency is stronger than 3, weaker than 1 & 2.
- o Not as important as others. The parental involvement is some cases doesn't look workable.
- o Does IV pertain to Science (i.e., Activity 4)?
- o Rewrite Activity 2. May need to rewrite others, too.
- o How would you get a parent to work? —
- o Is parent involvement necessary? Useful? Important? Activity 2: Do not limit to parents occupation only.

COMPETENCY PACKAGE #5

Majority agreed on positiveness of this one, but again the need for a re-write was in contention. Comments:

- o Page 7: Level of skill will need to be presented for 7-9 grade level.
- o Results should be interesting for teachers.
- o Community resources necessary in career ed.
- o Moderately useful. Could lend to completely pragmatic view toward classes.
- o Supplement with more references.
- o Activity 3 very difficult.

COMPETENCY PACKAGE #6

While some questioned its usefulness and clarity in both content and intent, most agreed in the affirmative. A majority felt a rewrite to be necessary. Comments:

- o Language Arts emphasized.
- o Rewrite Activities 1 and 6.
- o Repetition of other competency.
- o Activities 2 & 3 difficult to organized. Worth the time?
- o Needs for choice of activities - is limiting in scope.
- o Not appropriate for infusion in Science. Many areas covered in high school career clusters.
- o Parts need to be redone.

COMPETENCY PACKAGE #7

Consensus reached for the affirmative, with one or two dissenters in each category. It was six to five in favor of no rewrite. Comments:

- o Poor use of words.
- o Some good self analysis here important to deal with sexual stereotypes.
- o More activities for each section.
- o Activity 2: change format and good and poor.
- o Activity 2: change wording "needed" vs. "unnecessary". Change name on Activity 7 from T-P.
- o Consider impact on self-concept of kid.

GENERAL COMMENTS: Beware of too many checklists - and the distortion some can present. Competency packets sometimes contain activities that are not clearly related to the associated competency.

* *

OVERALL RATING OF THE MATERIAL

On a scale of 1(poor) to 3(OK) to 5(excellent) the categories listed below rated as follows:

Usability of package = 3.85
Relevancy of content = 4.02
Appropriateness of materials relative to curriculum integration = 3.36
Suitability of suggested grade-levels = 3.23
Presentations by the instructors = 3.87
Absence of sexist language & stereotyping = 4.23
Availability of needed materials for the activities = 3.65
Vocabulary and terms used = 3.92
Variety of activities present to meet students' needs = 3.71

OVERALL COMMENT/SUGGESTIONS

- o A most rewarding and exciting project.
- o This project is an extremely important one and could potentially reach a group of teachers (and their students) that are not in tune with the Career Ed concepts that go far beyond jobs and/or vocational education.
- o Many activities seemed usable with adaptations. Some need to be reworded as mentioned. Hopefully this will not be "shelved" by teachers but help them with ideas on how to incorporate various career ideas.

- Continued -

OVERALL COMMENTS/SUGGESTIONS - continued

- I would suggest this as a separate course. Not all my students are interested in science fields, and it would be a burden to follow these guides rigorously. I do agree that career education is good and I will on a lesser scale which will be impromptu.
- It would be very helpful if sources for some materials were given. I think you must be very careful about discussing parents' jobs and "personality inventory" type materials.
- Materials can be used in a wider range of course content areas than those listed.
- I have a low tolerance for value clarification materials. I am not into this area at all. I can't really question that the concepts are valid or useful (since this is always subject to debate), but I can state that I probably would not use this material in my science class.
- Good luck this summer!
- It is important for students to be aware of career opportunities and the relevance of curriculum to possible careers. I'm concerned about 1) the emphasis in school becoming increasingly more job preparation and less educating and 2) how these packets will be used/infused, and 3) that there may be too much packaged material.
- Much thought has gone into this material. The biggest job is now getting teachers to use the materials in language arts and science classes. This is an in-building staff problem. Every school can use this material to advantage but the question will be where?
- I am frustrated by the day's activities - too much in too little time accounts for some of the frustration. To a larger extent, however, I am still bothered by Career Ed as Occupational Ed. After studying the individual packets, I fear most teachers will use the materials as either "filler activities" or "Career Ed requirements". The lesson plans within the packets are generally well-organized and easily applied. Perhaps that is the problem. My own feelings are confused - I understand the need for Career Ed but the integration aspect still seems artificial. At this point, I don't know what the solution is. I would like to be more constructive but all I can share now is my confusion. (Barbara Donin)
- The time factor appears to be inadequate. Are we only taking a cursory look at career education or do we also want to stress academic excellence? I feel that quality is sometimes more important than quantity. Activities as suggested tend more toward language arts than science. Activities imply that career ed is occupational awareness.

PART C

Self-Assessment of

Cadre Members

Competence

Prior to Cadre Training

For Discussion Only

OVER-ALL GROUP Rating

June 1978

CADRE TRAINING

There are competencies that we anticipate will be developed during the one-week workshop. We have listed some of the competencies below that will be related to the disciplines of Science and Language Arts.

Based on your knowledge, mark the scale as to how you feel about your ability to perform the competencies. Check the column on the right if you feel we should emphasize a competency and write the method by which you would like to learn a competency by using the attached definition.

If some of your competencies are developed to the point that you would be willing to share your technique with other cadre members, indicate by an asterisk.

Please return to: Dan Grimes, 942 Lancaster Drive NE, Salem, Oregon 97310.

COMPETENCIES

YOUR NAME _____

CONFIDENT 1	2	UNSURE 3		EMPHASIZE	LEARNING PROCESS
3	5	12	Each participant will be able to say, write and describe: The Oregon Department of Education's definition of Career Education	5	
5	9	7	Their personal philosophy of Career Education	3	
2	10	8	The concepts of Career Education	4	
2	3	12	Each participant will be able to: Demonstrate a variety of curriculum resource materials relevant to Career Education concepts	12	
2	2	10	Demonstrate an understanding of & ability to in-service teachers in the identified career education competencies for Language Arts & Science teachers. (See enclosed list.)	12	

Cadre Training Competencies (Continued) June 1978

CONFIDENT 1	2	UNSURE 3		EMPHASIZE	LEARNING PROCESS
3	5	12	Plan, organize and evaluate an inservice workshop	9	
3	8	9	Utilize questioning techniques and strategies to demonstrate concepts and philosophy	6	
3	9	8	Recognize attending behavior of inservice participants	5	
1	10	9	Identify and demonstrate communication techniques as they relate to the individual's teaching style	7	
2	10	6	Each participant will: Identify their personal needs agenda by the third day of the workshop	5	
1	8	8	Participate in materials preparation sessions that will conceptualize Career Education concepts	14	
2	8	5	Demonstrate group processes as they relate to their individual teaching techniques	11	

Language Arts & Science Cadre
Total Group Ratings

A Summary

Ranking	Competencies	Self-perception Competent/So-So/Help
3	1. Provide activities which enable students to clarify attitudes toward life roles and careers.	4 8 10
1	2. Help students understand and apply those skills needed to prepare them to seek, secure, and hold a job(s), as well as be able to adjust to job changes and demands.	3 13 6
6	3. Help students identify and use community resources which are related to their career development.	6 5 11
7	4. Create opportunities for parents to help their children understand career education.	2 6 14
4	5. Adopt, modify, or create material which will help students understand the relationship of language arts/science areas to careers.	6 5 12
1	6. Instruct students in reading, writing, speaking and listening skills as they relate to life roles and careers.	8 9 5
5	7. Assist students to evaluate stereotyped beliefs and make career choices in terms of abilities and interest.	5 9 10

August 1978

Language Arts and Science Cadre
7 Competency Ranking
(Tally Sheet)

	COMPETENCY #						
	#1	#2	#3	#4	#5	#6	#7
	3	2	6	7	5	1	4
	1	2	6	7	4	3	5
	2	4	3	6	1	5	7
	5	1	6	7	2	4	3
	3	2	7	6	5	1	4
	1	4	7	6	5	3	2
	4	2	6	7	5	3	1
	7	1	4	5	2	3	6
	1	2	6	4	3	5	7
	2	6	5	7	1	4	3
	5	1	6	7	2	3	4
	1	2	6	7	3	4	5
	2	4	7	6	5	1	3
	3	7	6	5	2	1	4
	1	4	3	2	6	5	7
	4	1	6	7	5	2	3
	*	*	*	*	2	1	4
	3	2	6	7	5	4	1
	3	4	5	6	1	2	7
	4	2	6	7	3	1	5
	2	3	7	6	4	1	5
Total Ranking Points	$\frac{3}{60}$	$\frac{2}{58}$	$\frac{6}{119}$	$\frac{7}{129}$	$\frac{5}{76}$	$\frac{1}{58}$	$\frac{4}{95}$

PART D

Cadre Training

Program

Evaluation by

Trainers

CADRE TRAINING

PROGRAM EVALUATION

EVALUATOR: Teachers 15 Administrator ____
Curriculum Specialist ____ Other ____
Not Indicated 3

Administration	Materials	Organization	Instructors	Facility	Program
18	18	17	17	17	18
		1	1	1	

RATING OF PROGRAM:

Presentations were:	16 Objective	___ both	___ Biased
Content was:	18 Important	___ both	___ Unimportant
Materials were:	18 Useful	___ both	___ Useless
Speakers were:	16 Skilled	3 both	___ Unskilled
Concepts were:	9 New	7 both	2 Old
Objectives were:	16 Clear	2 both	___ Unclear

THE PROGRAM WAS:

5 The best I've ever attended
13 One of the best I've ever attended
___ Average
___ One of the poorest I've attended
___ The worst I've ever attended

Question 1: What was the most positive aspect of the program?

Well organized
Closeness created within the group

A flow activity that demonstrated excellent planning

The instruction Cadre relationship on campus, 24 hour setting

The materials available were many - explanations were clear and succinct the staff enthusiastic - the program varied enough to keep interest high

Meeting with an exciting group of teachers, sharing ideas, career attitude

The training aspect was the most positive. It was something I needed and received in a short time.

The group dynamics - Becoming more aware of education and career education in Oregon as a whole - wide variety of tasks and activities. Stimulation/ Motivation toward a greater emphasis and implementation into my own curriculum

Getting acquainted exercises. Staff was excellent and friendly, really a part of the group.

Most positive aspect of the program was the materials introduced for utilization by the teacher.

Learning with very positive people, both instructors and other participants

Enthusiasim and ability of Instructors

The size of the group facilitated interaction and sharing. The coordinators were flexible and obviously worked hard to meet needs. Much through went into planning.

1) the copious amount of material
2) quality (professional & personal) of the cadre staff
3) varied and flexible programs
4) quality of participants

The leaders. They did a super job in a short time with a large agenda.

Lively, enthusiastic people excited over what they are doing and able to instill in others this sort of feeling

Program leaders were very good. I was really favorably impressed and some of my own preconceived notions were proven false or alleged. I like it, will use it and felt comfortable

Location of facility and aminities put me in a receptive mindset that enabled me to "get with" my purpose of being here. An in-school setting for this activity would have been less stimulating.

Learning the Cadre training techniques. They were most interesting and beneficial

Question 2: What was the most negative aspect of the program?

Too many individual presentations, at once, on thursday. They were all good but needed to be spread out more, too much sitting

"Outside resource people" Jack (the banker) and Floyd were less successful in adding to the purpose. These type of people should have been given less time and others like Vi more

Not enough time to pursue the materials available or react with other participants

One set of late speakers

Too much material dispensed and not enough time to "digest" and predict actual usage. The 7 competencies weren't discussed or presented so that we had all had those as a starting base

All the rain

Some speakers were inappropriately scheduled and didn't fully understand where the group had already been regarding presentations

An awful lot of fast-tends to make like slugs in the blender toward friday

I felt a little rushed at times with little time for myself

Too much sitting, should be more movement

Some speakers were tiresome

Some speakers treated group as kids instead of adults

Not enough downtime. The weather

A couple of speakers - spoke!

Weather, occasional resource person gave information, overload

Somewhat overwhelming on Wednesday because of mass of material covered

Question 3: What would you do to strengthen future programs of this kind.

Follow-up or extend to two weeks

More follow-up discussions on our activities

Have participants lead and present more mini-workshops

1) More opportunities for immediate debriefing of activities - both in large and individual groups
2) More information in developing different types and lengths of training session

Busy sessions were more or less lost by end of week. Need equal number of male/female participants to aid in evening sessions

More movement. Avoid those people who feel need to lecture. Follow through on discussion, etc.

Maybe not try to cover it all, don't step on third base

Need more physical activities toward evening (volleyball, tennis, etc.)

I would like to have more practice in presenting a LA/Science in-service. Perhaps mini-presentations could have been geared to that rather than such a broad area to choose from

Better weather

Readable handouts, stimulating resource people

Condense workshop down to three days

Question 4: Please use the remaining space to make additional comments

Marylhurst facilities and food were excellent

Food, facilities and setting were fantastic

We weren't in buzz groups every day like we were suppose to. When you assign mini-presentations, include "subject" on sign-up sheet

I feel I've been educated, not just presented to

Good food, good facility. I hope to follow up on this program and dispense to students so they can be given greater opportunities to live.

Good setting for conference, refreshments were appreciated

Marylhurst facilities and food were excellent! Really benefited from the experience! Thanks!

Hooray for Marylhurst - Especially the atmosphere and the cafeteria

Good meals

Liked the campus and food. We discussed in groups but never did anything with the discussion. Role played in small groups but never got to share. A frustrating experience, should always end one project before beginning another

Food and lodging excellent! A very rewarding week. I feel I benefited from the buzz sessions and awareness exercises

Pleasant facilities - good food. Valued meeting new people - becoming better acquainted with State Department Personnel. The music. Organization - development and implementation were done well - Dan and Al. My attitude and understanding of career education as a movement has been greatly changed

Great location - loved the rain. Great food. A great group of people to be involved with

A really positive experience! The staff was loose, friendly, organized, helpful, witty intelligent original people. It was very rewarding to work with them. Marylhurst is a super place - good food comfortable facilities a really "up" experience

Food and facilities, very good

Good food, neat environment. I would like to see more emphasis on things such as juice drinks and fruit. Too much was placed on beer, wine and caffinated beverages.